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A REPORT OF THE DEVELOPMENTAL TESTING OF A SELF-INSTRUCTIONAL FRENCH PROGRAM.

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THE HISTORY, COURSE DESCRIPTION, AND PROJECT RESULTS OF AN INTRODUCTORY SELF-INSTRUCTIONAL FRENCH PROGRAM ARE DISCUSSED IN THIS REPORT. SUCH ASPECTS OF THE PROGRAM AS PROGRAM EFFECTIVENESS, ADEQUACY OF THE TEACHING SYSTEM USED, AND DAY-TO-DAY STUDENT PERFORMANCE ARE REVEALED THROUGH DESCRIPTIONS OF THE USE OF DEVELOPMENTAL TESTING. SIX ADULTS WERE SELECTED, TESTED IN PERFORMANCE AT THE END OF EACH STAGE (PHONOLOGY, ORTHOGRAPHY, GRAMMAR, READING), AND GIVEN DIAGNOSTIC TESTS AT THE END OF THE PROGRAM, WHICH INCLUDED THE MLA COOPERATIVE FOREIGN LANGUAGE TEST (FRENCH FORM LB), AND THE FOREIGN SERVICE INSTITUTE SPEAKING AND READING PROFICIENCY SCALES. ENCOURAGING RESULTS OF THE PROGRAM ARE DISCUSSED BRIEFLY ALONG WITH MENTION OF SOME OF THE OBSTACLES TO BE DEALT WITH IN IMPLEMENTING THE PROGRAM. ALMOST ONE-HALF OF THE DOCUMENT CONSISTS OF APPENDIXES OF LISTS OF COGNATES, MINIMAL PAIRS, GRAMMAR TOPICS, READING PASSAGES, AND SAMPLE DIAGNOSTIC AND FINAL TESTS. (SS)

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October 1967

This document represents the final report of the Self-Instructional Language Project to the Language Section 3037 FOB-6, Division of Higher Education Research, United States Office of Education, describing the results of the Developmental Testing of the Self-Instructional French Course, performed under Contract Number OEC2-7-070757-3039.

PREFACE

This report summarizes the work of the Self-Instructional Language Project from March 1965 to March 1967 and presents a detailed description of the project's activities from March 1967 through September 1967. During this period the senior staff of the project remained unchanged. Catherine J. Garvey[1] served as director, Patricia A. Johansen[2] as psychologist, and James S. Noblitt[3] as French linguist. Sanford Schane of the University of California at San Diego has served as consultant in French linguistics to the project since it was initiated.

The project's production and testing efforts were coordinated by a remarkably versatile support staff. Frederick S. Smith, research associate, supervised recording of the more than ninety lessons of the program in addition to playing the role of instructor on the tapes and coordinating equipment installation and maintenance. Melissa H. Stevens and Hedi A. St. Denis, research assistants, maintained quality-control supervision over all the lesson materials with such efficiency that the nine thousand frames of the program were virtually error-free when presented to the students. They also observed and recorded all student performance during developmental testing of the program. Rémy Madoui, the project's French informant, was also the major French speaking voice on the program tapes. Dominique Bourgin and Laurie Drouet served as additional French voices for the recordings. Inga Ortega served as administrative assistant to the project from its inception.

The project would like to express its appreciation to the Foreign Service Institute of the Department of State for its cooperation in administering the Modern Language Aptitude Test and the FSI speaking and reading tests to the students. The project is particularly indebted to Claudia Wilds who arranged for the students' testing and whose interest in and cooperation with the project has proved invaluable on several occasions.

The enthusiasm which most of those associated with the project have shared for the past several years seems to be justified by the results of the developmental testing. We look forward to the task of revising the program not because the first version was a complete success (which it was not) but because it tolerated the exposure of its inadequacies and survived.

Le roi est nue; vive le roi.

Patricia A. Johansen, Director
Psycholinguistics Program
Center for Applied Linguistics
October 1967

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[1]Now with the Department of Social Relations, The Johns Hopkins University.

[2]Director of the Self-Instructional Language Project since September 1967.

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I. HISTORY OF THE SELF-INSTRUCTIONAL LANGUAGE PROJECT

The Self-Instructional Language Project was undertaken by the Center for Applied Linguistics because of, rather than in spite of, a rather discouraging accumulation of half-successes in the area of self-instructional language training. The promise of the application of the technology of programmed instruction to language teaching had, in general, failed to materialize. Yet each new effort produced renewed interest in the potential of programmed self-instruction. Individual efforts by linguists, language teachers, or psychologists showed promise in some areas but seemed to lack insight in others. Commercially available programs, in general, lacked evaluation and many appeared to be linguistically or psychologically superficial.

The Center's primary objective in undertaking a developmental project of this kind was to mobilize the broad resources and consultative associations which were available to the Center in order to determine if a multidisciplinary approach to the problem might prove successful. The Self-Instructional Language Project had as its objective the demonstration of the feasibility of developing a full scale, totally self-instructional language program using any innovations and techniques that appeared to be valid in reaching this objective.

The Self-Instructional Language Project was initiated on March 3, 1965, under a contract with the Defense Language Institute of the Department of Defense. The first phase of the project involved the development of a plan for the introductory level of a totally self-instructional course in French. The project first undertook a critical re-evaluation of the instructional content of an introductory spoken language course. The behavioral objectives of the new program were based on an assessment of the pedagogical objectives which were selected. A detailed description of the rationale and objectives of the program was developed. This planning phase also resulted in an outline of the course content, a plan for sequencing the course content, and a statement of the vehicle for presentation of each aspect of the course content.[1]

The development of a programming strategy necessarily involved the establishment of a set of requirements for a presentation system which could provide the kinds of interaction between the student and the auditory and visual components of the program which were essential to the realization of the programming approach. An investigation of the available "teaching machines" with an auditory component revealed that no system in production provided the capability for anything but the most superficial control over student behavior.

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[1]Final Report to the Defense Language Institute on Phase A of Contract No. DA 44-196-AMC-00192(E) entitled "Development of a Plan for a Self-Instructional French Prototype Course."

Faced with this apparent hiatus in the hardware technology, the project focused its efforts on a device under development by the programming department of Appleton-Century-Crofts. This device was designed specifically as a language teaching system and offered many of the capabilities deemed essential for the presentation of a program directed toward the development of speaking, listening, and reading skills. The Appleton-Century-Crofts Portable Laboratory System has been modified to meet the project's requirements and now serves as the equipment component of the Self-Instructional Language Project training system.

The second phase of the project began in March 1966, and was also funded by the Defense Language Institute. During this phase, ninety-three lessons of self-instructional material were developed. One of the most critical aspects of the progress through this phase of the program was the detailed elaboration of an ordering of the grammatical content for the introductory level of the course. A survey of several of the widely-used introductory texts for French revealed that, though some gross ordering considerations may have obtained in the presentation of these materials, the tendency was to lump large segments of the grammatical content under a major concept heading or chapter. However, little provision was made for presenting the material in such a way as to facilitate the necessarily gradual acquisition of these important grammatical concepts by the student.

Since the very nature of programmed instruction implies a basically linear presentation of course content, successful presentation of language in this medium demands that each aspect of a particular grammatical concept be ordered in such a way as to (1) reduce the possibility of the formation of false hypotheses before the whole "truth" is known to the student and (2) permit the integration of each step into the system already under the student's control. In this way the program capitalizes on its ability to exercise control over the student's exposure to the language by explicitly directing his behavior toward the formation of grammatical concepts.

The development of a pedagogical grammar is primarily a linguistic task. However, a pedagogical grammar cannot be constructed on purely linguistic principles. It must not only prescribe grammar content and ordering, but must also take into consideration the total problems of the learner, e.g., first language interference and content relevance and productivity. Some characteristic aspects of the many facets involved in the project's approach to the development of a self-instructional language course were described in a recent paper by Catherine Garvey.[2]

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[2]Catherine Garvey, Speaker, Linguist, Learner: Their Interaction in a Language Program, paper presented at the 20th Foreign Language Conference (Lexington, Kentucky, 1967).

The lessons developed during the project's second phase represent the first draft of the introductory level of the course. In addition to the actual writing of the program, this phase also involved the preparation of the visual text and tapes required for presentation of the course materials on the Portable Laboratory System mentioned earlier. A detailed description of the operation of this system is contained in the final report for the second phase of the project.[3]

No attempt was made during this phase of the project to undertake any preliminary evaluation of the course materials. The reason for this was twofold. First, a completely operational system could not be installed until fairly late in the contract period. Also it was felt that any assessment of the efficacy of the program should involve an analysis of the cumulative effects of the program in developing particular skills. Therefore, no effort was made to "simulate" the system for presentation of the materials to a student.

Through the first two phases of the project's activities it was served by two panels of consultants and advisors. One panel, known as the Working Panel,[4] was funded directly by the project and consisted of linguists and psychologists who had been, themselves, involved in the development of new language teaching techniques (with French as the target language) or who were involved in research on the acquisition of language skills via programmed instruction.

The second panel, known as the Defense Language Institute/Center for Applied Linguistics Advisory Panel,[5] was independent of the Self-Instructional Language Project but had, as one of its several responsibilities, the evaluation of the approach and progress of the Self-Instructional Language Project.

The third phase of the project's activities began in March 1967, under support from the United States Office of Education. This phase involved the developmental testing of the project materials and teaching system. An analysis of the results of the developmental testing was completed in October 1967, and the revision of the introductory level

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[3]Final Report to the Defense Language Institute on Phase B.1.a. of Contract No. DA 44-196-AMC-00361(E) entitled "Description of Level 1 of the Self-Instructional French Program."

[4]Guy Capelle, University of Michigan; James Holland and Lauren Resnick of Learning Research and Development Center, University of Pittsburgh; Albert Valdman, Indiana University.

[5]Pierre Capretz, Yale University; J Milton Cowan, Cornell University; Pierre Delattre, University of California at Santa Barbara; Robert Gagné, University of California at Berkeley; Robert Glaser, University of Pittsburgh; Alfred Hayes, Center for Applied Linguistics; Arthur Lumsdaine, University of Washington; Leonard Newmark, University of California at San Diego; Howard Sollenberger, Foreign Service Institute; W. Freeman Twaddell, Brown University; Donald Walsh, Modern Language Association.

of the course is now in progress.

The results of the developmental testing have demonstrated the feasibility of the project's approach to self-instructional language training. At the conclusion of the revision of the introductory level, the project hopes to undertake the development of the intermediate level of the course. The introductory-intermediate program package would ultimately provide a self-instructional course roughly equivalent to the first two years of college training in French.

II. A BRIEF DESCRIPTION OF THE INTRODUCTORY LEVEL OF THE FRENCH PROGRAM

The ninety-three lessons of the first version of the introductory course are distributed among the various phases of the program as follows: Phonology, twenty-four lessons; Orthography, six lessons; Grammar, fifty-one lessons; and Reading Comprehension, twelve lessons. The average student time for completion of the program was about fifty-seven hours of actual program exposure. This figure does not include time devoted to diagnostic and performance testing.

The student was introduced to the sound system of French through a series of short, fixed expressions (protocols) which were developed to permit the introduction of a new sound with each new protocol. Each sound was further rehearsed by using cognates containing the target sound. The protocols and their associated sounds as well as examples of the practice cognates are listed in Appendix A of this report.

The orthography phase uses the previously-heard material from phonology as the basic content. The student learns to assign phonetic value to written French but he does not transcribe aural stimuli. Throughout the introductory level, the program treats the orthography as a stimulus. The student is not called upon to produce written French responses.

The point of departure for the grammar was a series of thirteen topics or conversations. The topics were not memorized and served only to introduce new syntactic and grammatical structures which were then manipulated and extended in the lessons associated with the topic. Examples of the topics are presented in Appendix B. A description of the grammar treatment can be found in the two earlier reports already referenced.

The content of the reading comprehension lessons included signs, a poem, and selections from contemporary French prose.

The equipment component of the teaching system presently uses cards for presentation of visual material, tape for presentation of auditory material, and a logic system which governs the interaction of the student and these materials and permits considerable control over the student's behavior. Signals to the machine logic in combination with various visual cues permit the definition of four basic behavioral tasks:

1. The student attends to auditory or visual material which does not require an immediate overt response.

2. The student responds orally to an instruction or sample.

3. The student, on the basis of a sample or instruction, is required to choose among visual alternatives.

4. The student, on the basis of a sample or instruction, is required to choose between auditory alternatives.

These four tasks have been labeled for convenience by the kind of machine-student interaction involved and are referred to as Presentation, Production, Visual Discrimination, and Auditory Discrimination. They

have been combined and expanded in their visual and auditory dimensions and have generated sixteen modes of machine operation which control sequencing of auditory material and program advance. Nine visual modes order the visual material in such a way as to signal which of the four basic tasks is required.

In addition to its audio-visual characteristics, the device has the capability of requiring the student to produce an oral response under certain conditions of student-machine interaction. When the program requires the student to speak, a light on a microphone comes on and the program pauses until the student speaks. A voice-operated relay (VOR) senses the termination of the student's utterance and signals the machine to advance to the next step of the program. The student must produce some sound before the program will continue. The contrary student may, of course, produce an utterance which is irrelevant to the program task. However, any self-instructional program must assume good faith on the part of the student, and experience thus far has indicated that the VOR sequence is quite compelling. Those who have been exposed to the program seem sincere in their attempts to produce the utterance required.

The final adjunct to the instructional complex is the student notebook. It is a source book containing written material which is too long for presentation on a single card, summary grammar statements, and short self-tests.

The program itself is divided into frames. Each frame is defined by a card and an associated segment of four-channel tape. The specific behaviors required of the student in each frame are controlled by the logic system and are cued by the arrangement of the visual material on the card and by the various signal lights on the student console (including the microphone light). The logic reads the machine code on each card, presents the auditory material under the contingencies specified by that particular code, and advances the program when the student response requirements for that frame have been fulfilled. The program is divided into lessons which have an average length of about 90 frames.

It may appear that the task of operating the machine and discriminating among the sixteen machine modes is so complex that it could not become secondary to the student's basic task of progressing through the subject matter. In reality, however, the operator task is so structured by the visual signals that the student is seldom aware of the fact that he is functioning in multiple modes.

The student's tasks are defined by the light signals on the student console (interface) and the structure of the visual material on the cards. In combination, these visual signals eliminate any ambiguity as to which of the four basic behavioral tasks is involved.

The interface lights and associated buttons are shown in Figure 1. These lights and buttons are activated by signals from the machine logic which in turn are determined by the machine code on the card. Only activated buttons are lighted.

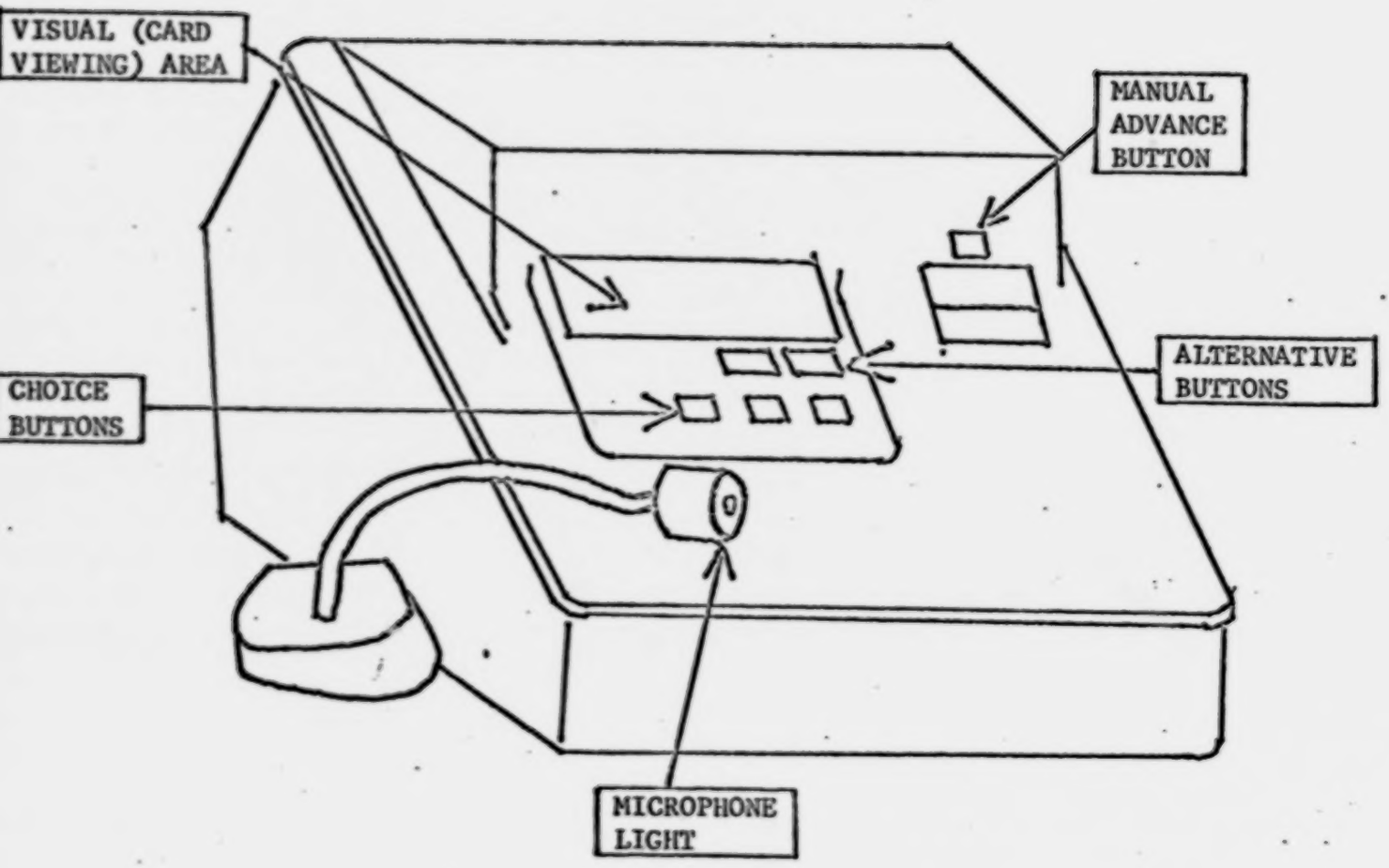

Figure 1. Student Console.

These lights define the student's task in a particular frame in the following manner:

1. Presentation. If the frame is one in which the student listens to an audio message and makes no overt response to the material, all signal lights are out, i.e., no response required. If, however, the frame presents material to be read, the manual advance button in the upper right hand corner of the console is lighted, i.e., press to advance when finished reading.

2. Production. Whenever the student is required to respond orally to either a model, instruction, or written sample, the light on the microphone comes on and remains on until the VOR senses the termination of speech.

3. Visual Discrimination. When the student is required to choose among visual alternatives, the three choice buttons are lighted and remain lighted until the student makes the correct choice.

4. Auditory Discrimination. When the student is required to choose between auditory alternatives, the alternative buttons are lighted until the student has played both alternatives. Then the two corresponding choice buttons are lighted and all four buttons remain lighted until the student makes the correct choice. Thus the lights "require" the student to play both alternatives before he makes a choice and "allow" the student to listen to the alternatives as many times as he likes until he has made the correct choice.

Four discrete channels of audio may be used in any single frame. The material recorded on a channel may serve as an auditory stimulus (sample, model, or instruction), alternative, confirmation, or correction. As the teaching device is presently being used, all behavior required in a frame takes place within the frame, i.e., there are no reteach or remedial loop sequences in the program. The availability of a recorded correction, which plays only when an erroneous choice has been made, reduces the need for an extra-frame branching capability.

The four segments of audio per frame are parallel, not linear. Thus, the student hears only those channels relevant to his performance (e.g., he hears a correction only when he has made an error). In a given machine mode any of the four channels may be utilized as necessary to produce the student-machine interaction desired. The audio in a given channel plays on cue from the logic, usually as a result of a student choice or oral response. Since the audio does not play on the basis of a built-in time-delay sequence (as would linearly recorded material), the presentation of audio is entirely responsive to the behavior of the individual student.

Each channel may contain up to six seconds of recorded material. This figure is based on a somewhat arbitrary estimate of the maximum retention span for second language stimuli combined with the need for the interposition of instructions. The six-second limitation has seldom inhibited the presentation of the course content. In reality, it encouraged conciseness in the presentation of instructions and grammatical commentary. One machine mode does, however, allow for the presentation of up to 24 seconds of auditory material. It is used when long dialogues, listening comprehension passages, or extended instructions are to be presented.

The presentation device may be programmed to include a write-in capability. (The write-in box is in the upper right-hand corner of the student console below the manual advance button. See Figure 1.) Since the ability to produce written French was not an objective of this course, the write-in capability was not utilized. The occasional need for a written response has been satisfied by placing the self-tests and other written exercises in the student notebook.

The flexibility of the presentation device permits extensive exposure of the student to a varied language sample and encourages the development of sequences with a high percentage of oral responses. For example, a typical grammar lesson which takes from thirty to fifty minutes for a student to complete may expose a student to one hundred different auditory French utterances and require seventy oral French responses. In addition, the ability to present the program content through a variety of modes contributes to the viability of the program and thus to the maintenance of student interest. The student and the program interact constantly and the student's exposure to the target language is both intensive and diverse. Four examples of typical frame formats are presented below.

1. Sample Presentation Frame. The card shown in Figure 2 appears in the visual area of the student console.

Figure 2.

The student hears: "The French, too, try to combat the problem of driving while drinking."

When he finishes reading the material on the card, he presses the manual advance button and the program advances to the next frame.

2. Sample Production Frame. The card shown in Figure 3 appears in the visual area of the student console.

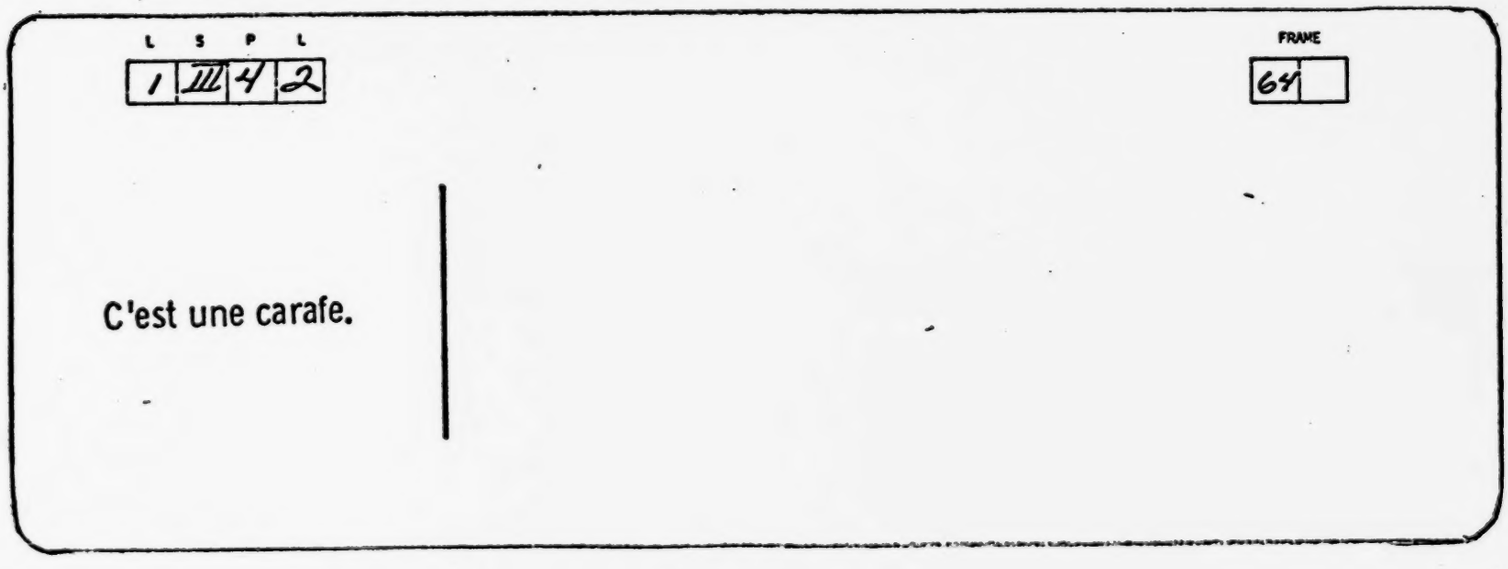

Figure 3.

The student hears the instruction: "Transform to negative."

The light on the microphone comes on and when the student has formulated his response, he speaks into the microphone.

When he finishes speaking the VOR senses end-of-speech and the student hears "Ce n'est pas une carafe." The program then advances to the next frame. If the student's oral response was correct, the final audio segment confirms his response. If the student's response was incorrect, the final audio segment serves as a correction.

3. Sample Visual Discrimination Frame. The card shown in Figure 4 appears in the visual area of the student console.

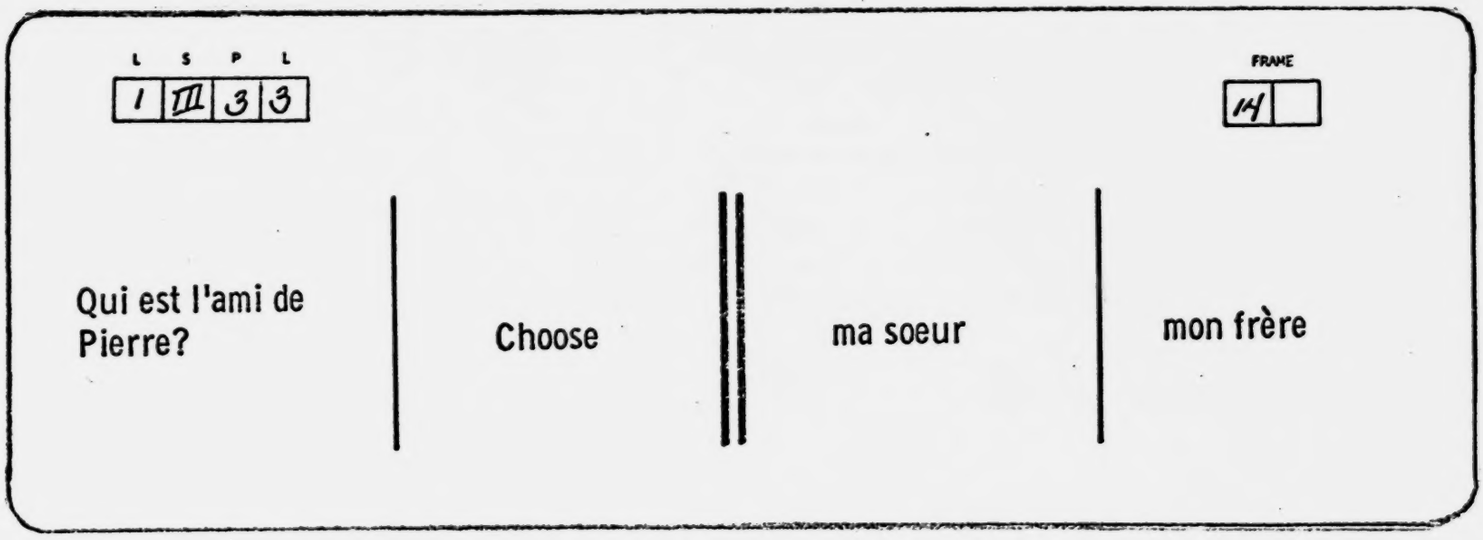

Figure 4.

The student reads the sample "Qui est l'ami de Pierre?" and chooses between the two visual alternatives.

If the student makes an incorrect choice (ma soeur), he hears a buzzer (error signal) and the following correction: "The spelling tells you that Pierre's friend must be a man." The student must then choose again.

When the student makes the correct choice (mon frère), he hears the following confirmation: "Mon frère est l'ami de Pierre." The confirmation also serves as a model for a VOR production sequence.

The light on the microphone comes on and the student echoes the confirmation-model.

When he finishes speaking, the VOR senses end-of-speech and the student again hears "Mon frere est l'ami de Pierre." Following the confirmation segment, the program advances to the next frame.

4. Sample Auditory Discrimination Frame. The card shown in Figure 5 appears in the visual area of the student console.

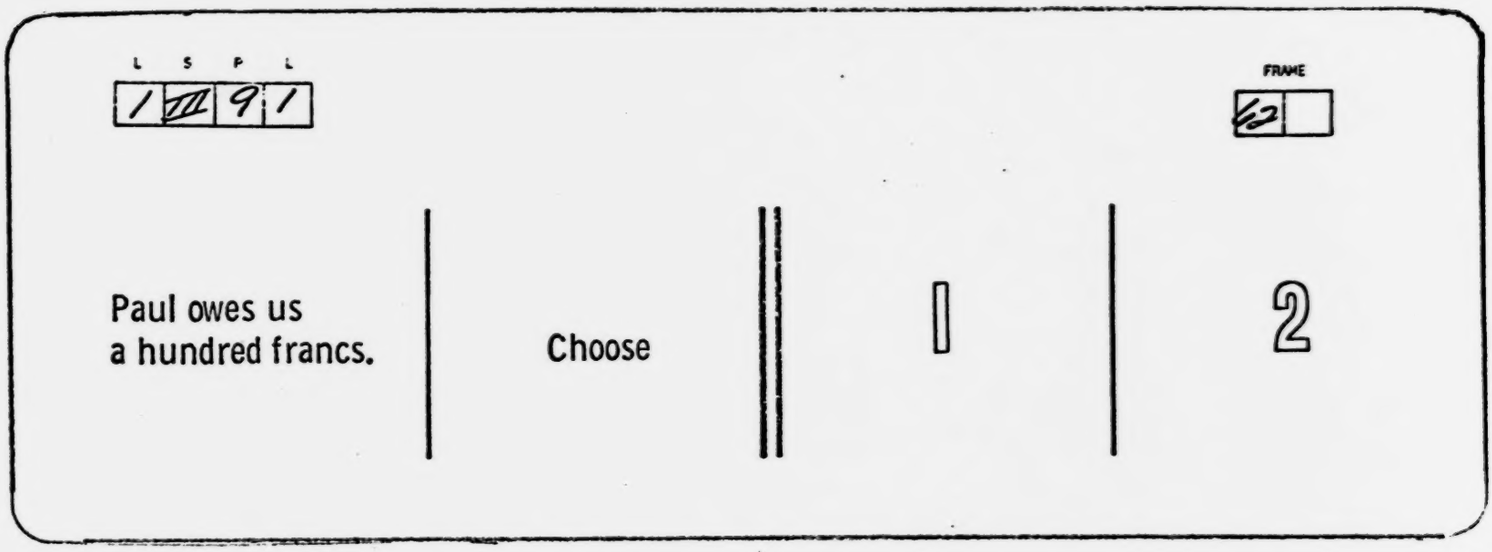

Figure 5.

The student reads the English sample and presses the alternative button under "1" to hear the first alternative. He hears, "Paul vous doit cent francs."

He then presses the alternative button under "2" and hears, "Paul nous doit cent francs."

He may listen to either alternative again in his attempt to choose the appropriate French translation of the sample.

When he is ready to make his choice, he presses the choice button which corresponds to the alternative which he thinks is correct.

If his choice is incorrect, he hears an error signal and is told to listen to the alternatives again.

If his choice is correct, he hears,"Paul nous doit cent francs," which confirms his choice and the program advances to the next frame.

It is impossible to characterize any program of this scope in a brief description. In fact, it is difficult to convey an impression of the program by any descriptive or surrogate technique. Actual exposure to the total teaching system is almost essential to an understanding of the techniques employed.

Hopefully, however, the following description of the developmental testing will permit at least a tentative evaluation of the program by those who are not personally familiar with the teaching system.

III. DESCRIPTION OF THE DEVELOPMENTAL TESTING

A. Purpose

The developmental testing attempted to assess the effects of several aspects of the teaching system. The first consideration was, of course, the overall effectiveness of the program in communicating its content, skills and concepts to the student. In addition, the adequacy of the teaching system (presentation device and program) in maintaining student interest and enthusiasm was evaluated. Finally, an analysis of the day-to-day performance of the students permitted a diagnosis of those aspects of course content which the program failed to transmit to the student and an investigation of the adequacy of certain frame sequences in developing specific skills. The program was intentionally designed to contain what was considered to be the minimum necessary practice and review. A careful analysis of the developmental testing data will provide insights into those areas of the program which require additional attention, thus allowing a more efficient allocation of program time to increased practice in the revised course.

The emphasis of the developmental testing was on the gathering of information which would facilitate the revision of both the course content and the methods of presentation. Of peripheral interest, however, was the assessment of student performance on certain external criteria which represent standardized measures of language proficiency. These external measures were not used as a means for comparing the program with other methods of instruction. Rather, they were taken in an attempt to place the program in perspective; i.e., given performance of students on the first version of the program, what can reasonably be expected from the revised and expanded program and, further, what type of language training requirements might be met by a program of this type and scope.

B. Procedure

1. Subjects. Six subjects served as students for the developmental testing. The two primary selection criteria were that the students be adults (18 or older) and that they have had no previous exposure to French. Those finally selected from the applicants were chosen primarily because of their availability for the total testing period (May through July 1967) and because they had time available every week day during normal working hours. Students were paid two dollars an hour for participating in the testing.

Students were paid for every hour or fraction thereof. The hourly rate of payment should not, however, be interpreted as a form of extrinsic motivation which might have affected student performance. In fact, the hourly pay barely covered parking or transportation costs for some students, while others took extended lunch hours and made up time missed at their jobs by working overtime.

Though the size of the student group prohibited an adequate sampling of the potential college or military student population, an attempt was made to select students who were, at least, appropriate to those institutions. The testing group included four male and two female subjects.

One student was working and attending college on a part time basis. One had started college but had left and was working full time. There were also two law students, a literature major, and a homemaker. All students had some previous exposure to second language training (Latin, German and Spanish). Two students had a history of difficulty with foreign language training. After selection, students were tested on the Modern Language Aptitude Test. Their scores ranged from 110 to 151. As measured by this test, the students' language aptitudes ranged from slightly below average to considerably above average.

2. Administration of the Program. Generally, students took either one or two lessons a day depending on the student's availability and the project's schedule. Some students were primarily "one-lesson" students while others were "two-lesson" students. However schedules varied considerably, and no attempt was made to evaluate the differential effect of one- versus two-lesson presentation. Students were permitted to repeat lessons when they specifically requested to do so. Actually only two students ever asked to repeat a lesson, and these two repeated a total of fourteen lessons.

Since two separate teaching installations were available for the testing period, two students could be scheduled simultaneously. The second installation also served as a back-up for the primary installation in the event of machine failure. Except for a few minor machine modifications which interrupted the testing for a day on three or four occasions, the developmental testing proceeded with few interruptions. Students took an occasional long weekend, but in general, the students progressed through the program on a regular five-day schedule.

One student-generated problem has unfortunately affected the presentation of the results of the testing. The original plans called for a "package-check" student who would not be included in the analysis of the testing data. This student began the program about one month before the other five students and was to serve as a check for the program materials (cards and tapes) before they were presented to the test students and as a training student for the staff members who were to observe and record student performance. She was a volunteer (wife of a Center staff member) rather than a paid subject. Though her frame-by-frame progress was recorded from the outset, she did not take some of the early test sequences. Her progress through the program, however, was smooth and uneventful and it soon became obvious that the quality-control supervision of the materials had been completely successful, thus reducing the necessity for sacrificing one student's data to a program check.

The inclination to include this student in the testing data was reinforced in early June when one of the five test students left town at the end of the academic year. (He had given assurances of his continuing availability through July.) The results section, therefore, will present complete data for four test students, plus partial data for the original program check-out student and partial data for the dropout. Where the availability of only a part of the data for these two students would bias the interpretation, only the performance of those students on which complete data are available will be considered.

All students were observed at all times during their progress through the program. Frame-by-frame notes were taken on a master set of frame sheets and notes for each student were color-coded so that individual as well as group performance could be followed. Students occasionally asked the monitors for clarification of the content of the program. The monitors were instructed not to answer such inquiries, and to encourage the student to wait for the program to present clarification.

3. Program-Specific Tests. In addition to frame-by-frame records of student performance, program-specific performance and diagnostic tests prepared by the project staff were administered throughout the training.

The performance tests were recorded by the students and presented to three judges at the termination of the developmental testing. The three judges were native speakers of French and were also experienced teachers of French to speakers of English. The recorded content of two of the three performance tests varied from student to student. This apparent lack of consistency in the sample to be judged represents an attempt to eliminate the effects of content familiarity on the judges' ratings of student performance. The performance tests were designed primarily to assess the overall adequacy of student production skills. They were not designed specifically to identify particular production deficiencies. Thus the lack of complete correspondence among the various students' tests is viewed not as an absence of control but as a rather demanding requirement that each utterance be judged independently. The judges could not adapt themselves to program-generated idiosyncratic behavior since the variation in utterances reduced the probability of performance patterns becoming manifest.

Performance patterns were, however, made very obvious through the frame-by-frame observation of student performance.

Performance tests were administered at four points in the program--at the end of the phonology stage, at the end of the orthography stage, at the end of the grammar stage, and at the end of the reading comprehension stage.

The first performance test consisted of six protocols which the students recorded at the termination of the phonology, orthography, and grammar stages respectively. The list of protocols which each student recorded was selected from among the seventeen protocols which were used as a vehicle for the presentation of the French sound system in the phonology stage. (See Appendix A). Each student recorded a different, though overlapping, set of protocols. A student recorded his own set of protocols at each of the test points. The protocol test was one of two which were used to evaluate the adequacy of the student's production at different points in the program and to trace the change in a student's production behavior as he progressed through the program.

The second performance test was administered at the termination of the orthography and grammar stages. A list of thirty-three minimal pairs was

developed which sampled the critical aspects of the sound system. (See Appendix C). Individual student lists were selected from this master list. Students recorded only one item from a particular pair and each student list consisted of twenty-two items. As with the protocols, each student list was different from every other but there were some overlapping items. Students recorded the same list of items after orthography and after grammar using a typed script.

The third performance test was administered after the reading comprehension stage. It required the student to read aloud two passages -- one familiar and one unfamiliar. The reading passages are included as Appendix D.

Though skill in reading aloud was not established as an objective of the program, this sample of student performance was taken in an attempt to get an extended passage of student speech to put before the judges. The students had never been called upon to read long passages aloud, and by any established program testing guideline, they should not have been required to do so as a final performance measure. However, the interest in having such a speech sample overrode the formal restrictions against testing the students on a skill not explicitly developed in the program.

A description of the actual procedures used in presenting the three performance tests to the judges will be withheld until the results of the tests are discussed in the next chapter.

Paper and pencil diagnostic tests were administered throughout the grammar stage of the program. These diagnostic tests represent an attempt to go beyond the sample of criterion behavior which was available from performance on the program itself. Diagnostic tests were developed only for those lessons which represented completion points in the presentation of particular grammatical concepts. Two of the twenty diagnostic tests are included as examples in Appendix E of this report.

The diagnostic tests may be viewed as a preliminary subjective evaluation of the adequacy of different parts of the program. They were developed in part to fill in apparent gaps in the diagnostic sufficiency of the frame-by-frame observation. In this sense, they are particularly critical of the program since they tend to occur at points where the program appeared to be weak.

The form of the diagnostic tests was necessarily restricted by the objectives of the program. Since the generation of written French sentences was never required in the program, translation from English to French, for example, was not used in the diagnostic tests. The students were usually required to complete sentences, substitute structures in written French sentences or transform a given sentence according to an instruction. Occasionally, the students were required to draw conclusions about the "facts" of French grammar based on the examples contained in the test.

Students scored their own diagnostic tests and were permitted to ask

questions about specific items on the test, though no extensive extra-program digression on a grammar point was permitted.

A third set of program-specific tests, the final written and recorded tests, are included as Appendix F. These final tests may be considered as an extension of the diagnostic tests in that they were designed to point out areas of student inability to handle the content of the program. Unlike the diagnostic tests, however, the final tests attempted to sample the total range of program content rather than the concept or concepts presented in one or two lessons. The spoken test was recorded by the student and transcribed by a linguist. It was scored primarily on the basis of errors in grammar, syntax, and lexicon rather than phonology. The written test was also scored primarily for grammar, syntax, and lexicon in that students were not penalized for errors which were totally orthographic and did not affect the interpretation of the answer.

4. External Criteria. The Modern Language Association - Cooperative Foreign Language Test (French form LB) was administered to the five students who completed the program. The speaking and writing sections of the tests were sent to Educational Testing Service for scoring, though the writing scores were of little interest since no attempt was made to teach writing in the introductory level of the program.

In addition to the MLA proficiency tests, the students were tested by the Foreign Service Institute (FSI) of the Department of State and were rated on the FSI speaking and reading proficiency scales. The FSI speaking test represented a particular challenge to the students since up to that time their only formal interaction with the language had been via the teaching system. The students had never actually spoken to a person in French until they met the FSI interviewer who was to test them. The project staff had made a sincere effort to avoid interaction with the students in French in order to assure that the students' exposure to the language was limited to that obtained through the program.

IV. RESULTS OF THE DEVELOPMENTAL TESTING

A. Completion Time

Table I shows the time in minutes which each student required to complete the four stages of the program.

Table 1.

Completion Time by Student and Stage.

STAGES:	STUDENTS #1	#2	#3	#4	#5	#6	MEAN TIME BY STAGE	NO. OF LESSONS
Phonology	572*	641	558	556	513	592	572	24
Orthography	130*	129	139	141	97	142	130	6
Grammar	2156	2358	**	2486	1507	1930	2088	51
Reading	556	585	**	537	427	581	537	12
Subtotals: (minutes)	3414	3713		3720	2544	3245	3327	93
Repeated Lesson Time:	239	346	0	0	0	0		
Total Time: (minutes)	3653	4059		3720	2544	3245	Mean Completion Time	
Total Time: (hours)	60:53	67:39		62:0	42:24	54:5	57:24	

*Accurate times for Student #1 were not available; the mean time for the Phonology and Orthography Stages have been substituted.

**Student #3 did not complete the Grammar and Reading Stages; therefore, no completion times for these stages are available.

The mean completion time for the program, including repeated lessons, is 57 hours and 24 minutes. In addition each student spent about 5 hours taking the program-specific tests. The longest lesson averaged just under an hour; the shortest was 18 minutes.

B. Program-Specific Tests

1. Protocols. Students recorded their sets of six protocols at three points in the program -- post-phonology (A), post-orthography (B), and post-grammar (C). Student #1 recorded at points A and C, and Student #2 recorded at points A and B. A test tape of the student's recordings was prepared.

First each student's three (or two) renditions of each protocol were assigned one of the possible permuted orders (ABC, ACB, BAC, BCA, CAB, CBA, AC, CA, AB, and BA) and assembled on a preliminary tape. The 36 assembled sets (6 subjects x 6 protocols) were then ordered on the master test tape so that no two sets from the same student were consecutive.

The judges were presented with each protocol set twice. The first time, the judges were asked to decide whether each rendition of the protocol was "acceptable" or "unacceptable". (Judges were asked to use their own definition of these terms.) On the second hearing of the set, the judges were asked to decide which of the renditions was the best. The judges made these evaluations on all 36 protocol sets.

This test represents an effort to determine both the overall acceptability of the students' production and the change in student production from phonology through grammar. Since each of the 36 renditions was judged by three judges and all students took the test at the end of the phonology, there were 108 possible acceptable judgements on rendition A. Only five students took the test at the end of orthography (Students #2 through #6) and at the end of grammar (Students #1, #2, #4, #5, and #6). Therefore, there were only 90 possible acceptable judgements on renditions B and C.

Table 2 shows the percent of acceptable renditions at the three points in the program.

Table 2.

Percent Acceptable Renditions

Rendition	Acceptable over Possible	Percent Acceptable
A	72/108	67
B	65/90	72
C	73/90	81

In general, performance improved as the student progressed through the program. This increase in the number of acceptable renditions following grammar is especially interesting since the protocols were not systematically rehearsed in the grammar stage.

Individual student performance on this test varied considerably. The performance of the best student was acceptable for 48 of the 54 possible judgements (6 protocols x 3 renditions x 3 judges) or 89% of the time. The poorest student's performance was acceptable only in 46% of the judgements.

The configuration of the best-rendition judgements differs somewhat from that of the acceptable judgements. Only the judgements on the four students for whom complete data are available were used in this tabulation. Otherwise the fact that only five students recorded renditions B and C and all six recorded A would spuriously increase the probability of A being selected as best.

Table 3 presents the number of times each rendition was chosen as the best of the protocol set. The post-grammar rendition is preferred, indicating the general trend of improved performance with increased program exposure. However, the post-orthography rendition is least preferred.

Table 3.

Distribution of Renditions Chosen as Best

Rendition	Times Chosen Over Possible	Percent Chosen Best
A	22/72	30.6
B	18/72	25.0
C	32/72	44.4

Viewed in the light of the data from Table 2, it seems that though the overall acceptability of production improved, the relative goodness of production is reduced following the introduction of orthography. This interpretation is borne out by the subjective evaluation of observed student performance.

A rough index of inter-judge reliability is shown by the amount of agreement on the best-rendition judgements. In 23 out of the 24 evaluations, at least two of the judges agreed on which of the three renditions was best. In 10 out of the 24 evaluations, all three judges concurred on the best renditions.

2. Minimal Pairs. The minimal pair lists were recorded by the students after orthography and after grammar. The test tape presented the judges with eight complete lists (two for each of the students for whom complete data were available). The order of presentation of the items on each list and the order of the lists was random.

The judges were asked to listen to each item and to transcribe what they heard in conventional French orthography. If the judges considered

the item to be non-French and thus uninterpretable, they were told to record an "X" in place of the transcription of that item. They were asked not to enter either phonetic or alternative transcriptions.

This test represents an extremely difficult production interpretation task. For example, the item "bar" participates in the "bar - bas" minimal pair but may also interact with the "par - pas" pair. Thus the judges' interpretation of an item is rarely a binary choice. Frequently, in the absence of contextual cues, a matrix of confusions is possible.

The transcriptions of the three judges were compared with the scripts for each student and the number of accurate transcriptions was tallied. Homonyms (e.g., vingt for vin) were, of course, accepted. Except for the marked improvement of one student, very little difference was shown in the production accuracy on these items following orthography and grammar.

Certain deficiencies in student production were demonstrated, however. The most consistent source of misinterpretation was in the production of the nazalized vowels. The differential production of /u/ and /y/ was also a problem. These results are reinforced by the frame-by-frame data.

3. Reading Aloud. The judges were asked to evaluate each student's reading fluency and overall comprehensibility. They were given a five-point scale from "unsatisfactory" to "good" and were requested to "compare these students with others you have known, keeping in mind the fact that these students have training roughly equivalent to a one year's college course." The average rating for the reading of the familiar passage was 2.8. The average rating for the unfamiliar passage was 2.3. The ratings for the unfamiliar passage were consistently lower than the ratings for the familiar passage. Assuming that the "average" first-year student would receive a rating of 3 on this task, it would seem that the program students' performance was slightly below "average". Given the fact that the students had not been asked to read aloud during their progress through the program, this result is not surprising.

4. Diagnostic and Final Tests. The results of the diagnostic tests are difficult to quantify. They were designed primarily to point out weaknesses in the program and were apparently successful. For example, three of the five students were unable to perform the negative transform required in the first part of Sample Test 1 of Appendix E. This program failure was not made explicit by the frame-by-frame data. Other tests were similarly diagnostic.

These test results will have a twofold influence on the revision of the program. First they will be used to supplement the frame-by-frame data where the two sources of information are complementary. In addition, the diagnostic tests will override the observational data when the tests indicate program failures which were not diagnosed by criterion frames. Certain sections of the program are apparently lacking in adequate criterion sequences.

The final tests are less useful than the diagnostic tests in providing detailed information for the revision. Retention affects final test performance somewhat more than it does diagnostic test performance. Thus, patterns of student error are less likely to develop. Several areas of confusion were demonstrated by the final test, however. For example, all students had difficulty using "C'est" and "Il est" differentially. This confusion is apparently the result of cumulative interference since it was not a serious problem earlier in the program.

It is of some interest to see how the students ranked on the various program-specific measures. It was obvious before the test data were analyzed that some students were better than others. The consistency of the students' ranking on the different measures seems to support the observational judgements. The ranks for each student on the various measures are presented in Table 4.

Table 4.

Student Ranks on Program-Specific Measures

Student	Completion Time	Protocols	Minimal Pairs	Reading	Final Written	Final Speaking	Σ Ranks	Rank Σ Ranks
#1	3	4	5	3.5	5	4	24.5	4
#2	5	5	2	5	4	5	26.0	5
#4	4	3	3	2	2	3	17.0	3
#5	1	2	1	1	1	1	7.0	1
#6	2	1	4	3.5	3	2	15.5	2

The superiority of Student #5 and the similarity of proficiency of Students #4 and #6 and Students #1 and #2 correspond to the evaluation of student performance based on observational data.

C. External Criteria

The student scores on the Modern Language Association - Cooperative Foreign Language Test (French form LB) were compared with the national norms for first-year college students. The mid-percentile ranks for each student on the speaking, listening, and reading sections of the test are given in Table 5.

Table 5.

Mid-Percentile Ranks on
MLA-Cooperative Foreign Language Test
(French form LB)

Student	Speaking	Listening	Reading
#1	53	23	12
#2	53	16	12
#4	35	60	32
#5	89	80	58
#6	53	37	58

An evaluation of student performance on this test must take into account the number of contact hours which the program students experienced. The program's 57+ hours can be compared with the 150-200 contact hours (classroom, language laboratory and homework) which are expected in the first-year college course. Viewed in this light, the program students' overall performance, though slightly less than "average" when compared to the national norms, seems to be extremely encouraging. It is reasonable to assume that the revised and expanded program will train students to a proficiency level which is more than adequate for a first-year college course.

One objective of the first level of the program (as originally stated under the Defense Language Institute contract) was that students who completed the program would achieve an FSI proficiency rating of "1" in speaking and reading. [1]

The FSI ratings of the five students who completed the course are given in Table 6.

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[1] For those unfamiliar with the Foreign Service Institute (FSI) Absolute Language Proficiency Ratings, they range from "0" (no proficiency) to "5" (native proficiency). The FSI short definition of speaking level "1" is: "Able to satisfy routine travel needs and minimum courtesy requirements." The short definition of reading level "1" is: "Able to read elementary lesson material or common public signs." The amplification of the definition for reading level "1" includes: "Can read material at the level of a second-semester college language course or a second-year secondary school course...."

Table 6.

FSI Proficiency Ratings

Student	Speaking	Reading
#1	0+	1
#2	0-0+	0+
#4	0+	1+
#5	1	1+
#6	0+	1

The "+" after a rating indicates that proficiency substantially exceeds the minimum requirements for the level involved but falls short of those for the next higher level.

It is apparent that the students' reading proficiency meets the original objective. Their speaking proficiency falls somewhat short of that objective even though the students' overall performance on the speaking section of the MLA falls considerably above the 50th percentile.

It should be noted that these two measures are not really comparable in that the MLA speaking test is based primarily on phoneme production while the FSI rating is a direct test of the student's ability to converse in the language. It is hoped that the anticipated modification in the program's approach to the conversational interchange will improve the student's ability to perform in this critical area.

Student performance on each of the external criteria was ranked and these ranks were summed. The ranks of the summed ranks on the external criteria correspond exactly to the ranks calculated for the program-specific measures. (See Table 4.) Therefore, it seems safe to assume that the students' relative performance on the various measures of proficiency is highly consistent. The fact that these rankings correspond to the subjective evaluation of student performance, based on observations of the students' progress through the program, indicates that final proficiency is "predicted" by performance on the program itself.

D. Student Reactions

In one sense, this section reports the most important results of the developmental testing. A common difficulty encountered by most extensive self-instructional language programs lies in the inability of the program to maintain student interest and enthusiasm.

It was obvious from the observations of students and from their responses in a final interview that all the students thoroughly enjoyed their work on the program. This general enthusiasm is apparently attributable to both the content of the program and the interaction between the program and the presentation device.

None of the students felt that they needed or "missed" a live teacher. All said they preferred this system over classroom instruction. Comments included: "This program is smarter than most people I know;" "I felt that the program had everything I needed--no chance for human error to affect learning," "I preferred not having a teacher or a class around to witness my shortcomings." All students said they would be willing to take the second level of the course if it were presented in the same way.

The stduents became "completely involved" in taking the program. They reported that most of the time they were unaware of the monitor's presence once the session began, and they also remarked that they rarely noticed visitors who came in to observe on various occasions. Further evidence of their total participation in the teaching system was their vocal interaction with the program. They "talked" to the program frequently. If they could not produce a required oral response, they would say, "I don't know," "Je ne sais pas," or "You tell me." If they made a mistake, they would say, "Oops," or "Oh, I'm sorry," or "Oh, of course." They laughed at the occasional humor and got angry when the French language seemed unusually perverse or complex. When the program moved too fast, they said, "You know I can't do that!"

During the final interview the students quite freely pointed out areas of the program which were weak or confusing. They proved to be accurate diagnosticians.

Perhaps the most surprising student reaction was the general attitude of the poorest student. Though he was perfectly aware of his shortcomings, he was still eager to go on with the course.

It may seem that the positive reactions of the students to the teaching system are being over-emphasized. However, one of the consistent criticisms leveled at those who are interested in developing programmed language courses is that such courses cannot maintain student interest or motivation over extended periods. Such criticism is based in part on the assumption that a carefully sequenced presentation necessarily destroys the natural elegance and variety of the subject matter. The developmental testing results suggest that self-instructional language materials are not, by definition, dull.

V. CONCLUSIONS

The most useful information gained from the developmental testing cannot be presented in tabular form. This is, of course, the frame-by-frame notations which describe each student's progress through the program and comment critically on the effectiveness of each program sequence. The test results presented in the previous chapter serve mainly to put the frame-by-frame data in proper perspective.

The results of the developmental testing indicate that in spite of certain areas of weakness the first draft of the program does teach its basic content. The best student's performance indicates that the necessary skills and knowledges are presented. The less satisfactory performance of the poorest students indicates that the amount of practice and re-integration is not sufficient for lower aptitude students.

This variability in the final level of achievement of the program students was to be expected but is, nevertheless, disappointing. A programmed language course should develop students with similar competence in spite of their varying aptitudes. Since the present course was purposely designed to contain only the basic essentials, the fact that the course retained the interest of even the poorest student is taken as an indication that the less dense, revised program will reduce this variability in final student performance.

In general, the results are extremely encouraging. The feasibility of developing a comprehensive, totally self-instructional language course has been demonstrated. The overall effectiveness of the teaching system in communicating and maintaining language skills has been established.

Most of the problems which were made manifest by the developmental testing can be solved by minor revisions in the ordering of course content, expansion of the practice material, and modification of the student-program interaction through revision of the machine modes.

Perhaps the most outstanding characteristic of the teaching system is its efficiency. The revised course will increase the total program time to about eighty-five hours which still falls well within the limits of a semester of college work. Though the course was intended for non-intensive administration (one or two lessons a day), several persons who have taken the program informally have moved through the program at the rate of four to six lessons a day without apparent distress. It may be possible to use the program under conditions of intensive administration.

The major obstacle to implementation of the program is the availability of the presentation device. The device is an intrinsic part of the teaching system and any significant change in the interactive capabilities of the system would undoubtedly reduce its effectiveness. The present device is a research model. Investigations are now under way to develop

a simplified device, thereby reducing the cost of a final production model.

There are serious problems involved in attempting to integrate an introductory self-instructional course into an existing training or academic curriculum. Students complete the program at different times; the content of the introductory program may not coincide with that of other more conventional introductory training, etc. In addition, although there seems to be a fair amount of agreement on what the input requirements are for advanced course work in a language, there is little agreement on what the terminal behaviors of an introductory course ought to be. It is quite possible that the large scale adoption of any self-instructional language materials on an introductory level may well rest upon the availability of an introductory-intermediate program package. It is this kind of package that would significantly reduce the instructional load in the military or academic training environment. It is the introductory-intermediate self-instructional program that could provide the teacher of advanced courses with an essentially homogeneous group of students with respect to their past exposure to and command of the skills and concepts of the target language. The project is now completely confident that an intermediate level course can be programmed using the approach and capabilities of the present teaching system.

APPENDIX A

Protocols and Cognates

Ça va? Ça va.	[a]	classe, salade, sac
A midi? Oui, ça va.	[i]	guide, timide, pipe
Voilà Madame Toulouse. Où ça?	[u]	soupe, moustache, cousine
Ça vous amuse? Pas du tout.	[y]	flûte, public, musique
Et vous, Madame? Du café, c'est tout.	[e]	café, soufflé, cinéma
Vous êtes fatigué? Oui. J'ai mal à la tête.	[ɛ]	chèque, planète, bicyclette
C'est par ici, n'est-ce pas? Oui, c'est ça.	[R]	cigarette, militaire, service
Excusez-moi. Où est le métro? Là-bas, à gauche.	[o]	auto, zéro, pose
Quel jour sommes-nous? Aujourd'hui? C'est samedi.	[ɔ]	téléphone, dollar, code
Alors, on y va? Bon, d'accord.	[õ]	pigeon, pardon, bombe
Vous parlez français couramment. Non, pas encore.	[ɑ̃]	éléphant, lampe, parent
Bonjour. Comment allez-vous? Très bien, merci, et vous?	[ɛ̃]	insectes, Américain, simple
Vous permettez, Mademoiselle? Mais oui, je vous en prie.	[l]	million, cocktail
Vous êtes libre maintenant? Non. Attendez un peu.	[ø]	bleu, nerveux
A quelle heure? Vers neuf heures.	[œ]	chauffeur, docteur, couleur
Qu'est-ce que c'est? Je ne sais pas.	[ə]	appartement, second, remarque
Il faut signer la fiche, Monsieur. Ah bon. Vous avez un stylo?	[ɲ]	montagne, champagne, oignon

APPENDIX B

Grammar Topic #1: Asking Directions

-Excusez-moi, Monsieur l'agent. Où est le métro?

-Oh, tout près. Vous voyez les gens là-bas?

-Où ça? Près de la pharmacie?

-Oui, c'est ça. Le métro est là.

-Merci, Monsieur.

-A votre service.

Grammar Topic #7: Purchasing a Railway Ticket

-Un billet de deuxième classe pour Rouen, s'il vous plaît.

-Aller-retour, ou simple?

-Un aller seulement. Est-ce direct?

-Non, Monsieur, il faut changer à Paris.

-Quel quai, s'il vous plaît?

-Quai 5. Montez en tête pour Paris.

-Le train part à quelle heure?

-A 8h20.

Grammar Topic #13: At the Office

-Bonjour Mademoiselle. Quélqu'un a téléphoné pendant mon absence?

-Oui Monsieur. Monsieur Martel vous a appelé plusieurs fois.

-Je suis très occupé ce matin. Prenez rendez-vous avec lui pour cet après-midi.

-Bien Monsieur. Voici le courrier.

-Merci. Monsieur Dupont est à son bureau?

-Je ne crois pas. Il n'était pas là quand je suis arrivée.

-Je me demande si le rapport mensuel est prêt.

-Je pense que oui. M. Dupont l'a promis pour aujourd'hui.

APPENDIX C

Minimal Pairs

1.	fin	fine	26.	fatigue	fatigué
2.	cousin	cousine	27.	près	pré
3.	un	une	28.	bon	bonne
4.	pan	panne	29.	don	donne
5.	an	âne	30.	son	sans
6.	trois	toi	31.	ton	tant
7.	froid	foi	32.	vin	vent
8.	lisse	lise	33.	enfin	enfant
9.	russe	ruse			
10.	ils ont	ils sont			
11.	vous	vu			
12.	bout	bu			
13.	pire	pure			
14.	sire	sure			
15.	plaît	plat			
16.	mais	mat			
17.	pure	peur			
18.	mur	meurs			
19.	pas	par			
20.	bas	bar			
21.	on	un			
22.	en	un			
23.	tout	toute			
24.	roue	route			
25.	parle	parlé			

APPENDIX D

Final Reading Passages

(Familiar Passage)

Déjeuner du Matin

Il a mis le café
Dans la tasse
Il a mis le lait
Dans la tasse de café
Il a mis le sucre
Dans le café au lait
Avec la petite cuiller
Il a tourné
Il a bu le café au lait
Et il a reposé la tasse
Sans me parler
Il a allumé
Une cigarette
Il a fait des ronds
Avec la fumée
Il a mis les cendres
Dans le cendrier
Sans me parler
Sans me regarder
Il s'est levé
Il a mis
Son chapeau sur sa tête
Il a mis son manteau de pluie
Parce qu'il pleuvait
Et il est parti
Sous la pluie
Sans une parole
Sans me regarder
Et moi j'ai pris
Ma tête dans ma main
Et j'ai pleuré.

- Jacques Prévert
Paroles

Final Reading Passages (cont'd.)

(Unfamiliar Passage)

Sur les Grands Boulevards

Pierre et Jacques se promènent sur le Boulevard des Italiens. Il est dix heures du soir, la soirée est belle et il y a beaucoup de gens venus faire une promenade après le dîner. Pierre est surpris du caractère cosmopolite de la foule. On voit tous les types physiques, on entend parler toutes les langues. Pierre observe qu'il est souvent facile de reconnaître les différentes nationalités: les Anglais, les Allemands, les Espagnols, sans compter naturellement les Américains. -Mais où sont les Français? demande-t-il à Jacques. -N'exagérez pas, répond Jacques. Il y a encore des Français ici. Cependant, nous sommes au mois d'août, et comme le mois d'août est d'ordinaire le mois le plus chaud de l'année, beaucoup de Parisiens quittent Paris pour passer leurs vacances en province. En été, Paris appartient aux touristes, ou presque . . .

-Harris and Lévêque
Basic French Reader

APPENDIX E

Sample Diagnostic Test 1.

1 III 8 2

Transform to negative:

Nous avons du sucre.

_____.

Il a des tomates.

_____.

Vous achetez des billets?

_____?

J'ai des oeufs.

_____.

Ils ont de l'eau minérale.

_____.

Translate:

Elle a peu d'argent.

_____.

Il y a trop de sucre dans le café.

_____.

Il y a trop d'oignons dans la soupe.

_____.

J'ai très peu de chemises.

_____.

Marie n'a pas de chèques avec elle.

_____.

Je voudrais un demi kilo de beurre salé.

_____.

Nous avons beaucoup de journaux américains ici, Monsieur.

_____.

1 III 8 2

Jacques n'a pas beaucoup d'amis.

_____.

Est-ce que vous avez assez d'oeufs?

_____?

Oui, mais je n'ai pas de lait frais.

_____.

APPENDIX E (cont'd.)

Sample Diagnostic Test 2.

1 III 9 2

Substitute "lui" in each of the following sentences:

Je donne le cadeau à Marie.

_____

Il va demander ça au patron.

_____

Nous pouvons demander ça à Paul.

_____

Je dois de l'argent à votre secrétaire.

_____

Transform to negative:

Je lui dois cinq francs.

_____

Nous vous donnons ces billets.

_____

Il veut nous parler cet après-midi.

_____

Elle va lui demander quelque chose maintenant.

_____

Translate:

Pourquoi est-ce qu'il me demande ça?

_____

La malle est pleine maintenant.

_____

Comment est-ce que vous aimez votre steak?

_____

1 III 9 2

Parce qu'ils peuvent déjeuner ici.

_____

Est-ce que vos verres sont vides?

_____

Il nous doit un paquet de cigarettes.

_____

APPENDIX F

Final Written Test

I. Choose the determiner indicated in English.

1. _____ femme est anglaise.
(His)

2. _____ hôtel est parfait.
(This)

3. _____eau n'est pas très chaude.
(The)

4. _____ journal préférez-vous?
(Which)

5. _____ café noir, c'est tout.
(Some)

6. _____ peu de sucre, s'il vous plaît.
(A)

7. _____ voiture est assez petite.
(Their)

8. Avez-vous _____ cigarette?
(a)

9. _____ jeune fille-là s'appelle Nicole.
(That)

10. Avez-vous _____ eau minérale?
(any)

11. _____ adresse avez-vous donnée?
(What)

12. Je voudrais _____ croissants aussi.
(some)

13. Où est _____ clef?
(the)

14. _____ photos sont prêtes.
(Your)

15. _____ choses-là sont à moi.
(Those)

16. _____ autres sont partis.
(The)

17. Je voudrais seulement _____ soupe.
(some)

18. _____ valises sont à vous?
(Which)

The definite determiner in French can change form when it follows the prepositions à or de. Complete the following sentences:

1. Je vais _____ Etats-Unis.
   (to the)

2. Est-ce que vous parlez _____ restaurant italien?
   (about the)

3. On parlait _____ ami de Pierre.
   (to the)

4. Il est toujours _____ bureau.
   (at the)

5. Elle est partie _____ gare St. Lazare.
   (from the)

Rewrite the following sentences to include the quantifiers indicated.

1. Il y a des cigarettes dans la valise. [+beaucoup de]

   _____

2. J'ai du tabac français. [+ne...pas de]

   _____

3. Il va prendre ce vin. [+ un peu de]

   _____

4. Vous avez de l'argent? [+ assez de]

   _____

5. Je vais acheter vos tomates. [+ un kilo de]

   _____

Transform the following sentences to reflexive:

1. Je lui demande si c'est vrai. _____
2. Il l'appelle Henri. _____
3. Nous ne les lavons pas. _____
4. Vous me demandez pourquoi? _____
5. Elles leur parlent. _____

Translate:

1. He's a Frenchman. _____
2. It's easy. _____
3. Her husband? He's English. _____
4. They are tourists. _____
5. The suitcase? It's too small. _____

Transform to negative:

1. Donnez-moi le stylo. _____
2. Je lui ai parlé hier. _____
3. Nous voulions leur demander ça. _____
4. Vous vous sentez bien? _____
5. Il y est allé avec les autres. _____

Final Written Test (cont'd.)

There are often cases when French requires a determiner and English does not. Translate these sentences into French.

1. I like French cooking.

_____

2. Do you have American newspapers?

_____

3. Butter is expensive.

_____

4. Coffee, that's all.

_____

5. They don't like tourists.

_____

6. Do you want croissants too?

_____

Final Written Test (cont'd.)

II. Substitute the appropriate pronoun for the underlined noun phrase and rewrite the sentence.

1. J'ai vu le patron à la pharmacie.

_____

2. J'ai passé le week-end avec les Smith.

_____

3. Vous ne voulez pas de café?

_____

4. La radio est toujours sur la table.

_____

5. Vous n'avez pas parlé à Jeannette?

_____

6. Nous allons prendre la carafe.

_____

7. Nous allons partir sans votre ami.

_____

_____

8. Vous allez à Paris aussi?

_____

9. Ils parlent de leur voyage.

_____

10. Ils touchent leurs chèques de voyage.

_____

11. Elle a donné la clef à son mari.

_____

12. C'est Marie, n'est-ce pas?

_____

13. Vous pouvez acheter des cadeaux au magasin.

_____

14. J'ai acheté <u>des cigarettes</u>.

_____

15. Il faut indiquer la route <u>aux touristes</u>.

_____

APPENDIX F (cont'd.)

Final Speaking Test

The following sentences will test your recall of vocabulary and verb forms. Translate into French.

1. I'm going to see him the 25th of September.
2. She said that he was in France.
3. What is it?
4. It's not mine.
5. We took the train for Paris.
6. Who is the lady behind the counter?
7. It is cold today.
8. We left after midnight.
9. Turn left at the second red light.
10. I believe not.
11. The boss wanted to talk to you.
12. That comes to 80 francs, doesn't it?
13. When did you arrive?
14. They didn't understand.
15. Pierre's wife is American?
16. You should give us your telephone number.
17. Tell him that I am going to cash a check.
18. I wonder if they have the report.
19. There is something on the desk.
20. It is necessary to wait a little.
21. Don't be late--they are leaving at 9:30.
22. I saw them Friday.
23. She has some in her traveling bag.
24. He didn't have any more fresh tomatoes.
25. You didn't find them?

26. He's going to do it tomorrow.

27. I have been here since the first of June.